# Parent Session Part 1:
Hosting Responsibilities &
Cultural Adjustment

**YFU Required Session**

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<thead>
<tr>
<th>Orientation</th>
<th>Post-Arrival (Host Parent Sessions)</th>
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<tr>
<td><strong>Orientation Objectives</strong></td>
<td>Families will be able to:</td>
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<td><strong>Session Overview</strong></td>
<td>Parents should join their students for the Welcome and Behavior Continuum sessions. Then, facilitators can use these sessions with parents, separately from the students. Siblings should not join the parent sessions, but rather join with the exchange student. The goal of the parent session is three-fold:</td>
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<td>✓ Host families can connect with other host families to discuss and learn from one another.</td>
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<td>✓ Parents will have a clear understanding of their responsibilities and the YFU hosting policies.</td>
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<td>✓ Parents will understand what the students are learning during their Post-Arrival orientation and then follow up with students at home.</td>
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<td>This first part of the parent session is a review of the hosting responsibilities, as well as an overview of the rules and policies of YFU. In addition, families will look at the YFU support strategy with a special emphasis on the role of the Area Rep and host families’ and students’ responsibilities to communicate with their AR. The role of the Support Services Managers (SSMs) are also explored. This session will conclude with a discussion on culture shock, coping strategies, and an optional panel discussion/Q&amp;A opportunity led by seasoned YFU host parents.</td>
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<tr>
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<td>□ Natural Parents</td>
<td>□ Host Siblings</td>
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<tr>
<th>Format</th>
<th>□ Highly Active / Interactive</th>
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<td>□ Some Activity / Interactivity</td>
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### Duration
55–90 minutes (Panel Activity makes the session around 90 minutes long)

### Optimal Group Size
Any size

### Minimum Staffing
1–2 facilitators

### Materials Needed
- Flipchart or whiteboard
- Post-it notes
- Pens/markers
- Visual: Definition of Culture Shock
- Visual: Adjustment Curve
- Panel Discussion Prompts for panel

### Preparation
- Read lesson to understand concept
- Print facilitator handouts
- Optional: identify 3 or 4 seasoned host parents to lead panel discussion at end of session
- Read **background information** about culture shock before the session

### Handouts for participants
- Lines of Communication
- Host Parent Responsibilities to the AR
- Travel Policy
- Dangerous Activities Policy
- Strategies for Dealing With Culture Shock

## Introduction (0–5 MINUTES)

1. Thank the families for coming to the Post-Arrival orientation and for hosting with YFU. Remind them of the objectives of the orientation:

   - Affirm their commitment to a successful exchange experience while applying YFU policies and procedures and connecting with the YFU network.
   - Use YFU tools and strategies to welcome a new family member and foster successful family adjustment.

2. Ask families about their impressions of the Behavior Continuum activity. Use these prompts or develop your own to debrief the activity:

   - Did you learn anything new about your student or yourself? Were there any big surprises?
   - How might this activity help you in the future?
   - Are there any “behaviors” that you are concerned about? How will you address these?
3. Explain to families that the goal of the next 45 minutes is to review some key policies and procedures, as well as the main responsibilities associated with hosting. Tell them that after the review, they will talk about culture shock and adaptation.

**Hosting Responsibilities (25 MINUTES)**

1. Post on the wall three separate flipcharts, labeled as the following:

   *Responsibility 1: Welcome and care for the student as a member of the family.*
   *Responsibility 2: Help the student achieve their cultural and educational goals.*
   *Responsibility 3: Help the student meet YFU expectations.*

2. Pass out post-it notes and pens/markers to the parents. Ask them to write down some ideas about how they can fulfill these responsibilities and then stick these ideas on the different flipcharts. Provide parents with five minutes to think about the responsibilities, write down their ideas, and categorize their ideas according to the responsibilities.

3. After ~5 minutes, read some of the responses. Highlight some of the ideas that are similar and some of the more unique ideas. Make sure to fill in the gaps with the following points if these are not articulated via the post-it notes.

   *Responsibility 1: Welcome and care for the student as a member of the family.*
   - Three meals a day—this may mean a packed lunch or lunch money for school.
   - Emotionally supportive—all students need a cheerleader at the beginning of their experience as they adjust. The amount of support may depend on the maturity of your student.
   - Don’t assume anything; focus on direct, open communication.
   - Seek medical care as needed—be ready for trips to urgent care. Make photo-copies of your student’s insurance policy and research which clinics will take this insurance.

   *Responsibility 2: Help the student achieve their cultural and educational goals.*
   - Talk with your student about their goals for the experience; help the student keep these goals realistic.
   - The US is diverse—explore goals around understanding US culture. There are also a lot of stereotypes found in movies and in the media. Help them think critically about these stereotypes and do more than scratch the surface of American culture.
   - Help them take the steps to achieve their goals; celebrate their accomplishments.
   - Some students may need help setting goals. Help them think in concrete terms about goals and timelines. Remember—the exchange year goes by fast!

   *Responsibility 3: Help the student meet YFU expectations.*
   - Make sure that you, the host parent, know the rules, policies, and procedures.
✓ Students need to be responsive to communications from YFU, including the Area Representative. Host parents also need to be responsive to communications from YFU.
✓ Students cannot drive (cars, motorcycles, wave-runners, ATV etc.).
✓ Be aware of the travel policy, especially if there is a time when you as a host parent(s) will be traveling without the student.
✓ International travel also requires special permission from YFU.
✓ Students are expected to attend all orientations; support your student by making sure they have transportation to these important events.

4. Wrap up the activity by reminding families that these are the key responsibilities. Ask them to also look at their Hosting Agreement to review in detail all of the responsibilities.

**Important Policies & Practical Reminders** (10-15 MINUTES)

1. Tell families that there are some important policies that they need to make sure they review.

2. Pass out the **Travel Policy**. Tell the families that if they are going on a trip (with the student or without the student) they need to review this policy. Important items to highlight:

   ✓ Visits by the student’s natural family REQUIRE YFU-USA approval
   ✓ International travel requires permission from YFU-USA
   ✓ Students can stay with another family up to five nights; let the Field Director and AR know about this.
   ✓ If the host family is traveling without the student for more than six nights, a responsible adult can stay with the student after completing a Criminal Background Check with YFU USA. If it is less than five nights, no CBC is required.

3. Pass out the **Dangerous Activities Policy**; ask families what they know about this policy and why it exists. Remind families that this permission form, along with the travel permission form, are found online.

Highlight that the Dangerous Activities Policy aims to allow students to do many activities, as long as there is adequate training and safety equipment. In some cases, additional accident insurance needs to be purchased: white-water rafting, spelunking, riding in a private plane.

**The following dangerous activities are forbidden:**

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<tr>
<th>Bungee jumping</th>
<th>Parasailing</th>
<th>Mountaineering</th>
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<td>Hang gliding</td>
<td>Water skiing</td>
<td>Racing a horse</td>
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<tr>
<td>Parachute jumping</td>
<td>Piloting a private plane</td>
<td>Driving (e.g. ATV, cars, snowmobiles, go-carts, mopeds, motorcycles, etc.)</td>
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**YFU Lines of Communication** (10 MINUTES)

1. Pass out the **Lines of Communication** handout. Go through the handout and review how the lines of communication work. Highlight that YFU uses this in order to document communications and that all partners in the YFU global network have agreed to this process.
2. Use these prompts to facilitate this discussion:
   - YFU support is an important element of the exchange experience. For those who have hosted before, can you please explain this structure?
   - Who has talked with an SSM before? How did the SSM help?
   - Do you know the name of your Area Representative? (Make note of those who do not know who their Area Rep is and share this information with the Field Director right away.)
   - Why is it not advisable for host parents to contact natural parents for advice or problem-solving with the student? This can undermine your parenting. The student lives with you; you make the rules and hold the student accountable to the rules. Going to the natural parents will make it difficult for you throughout the year when dealing with challenges.

3. Highlight the different players in the line of communication; pass out the Host Family Responsibilities to the AR handout and emphasize families’ and students’ responsibilities to the AR (use the notes below to paraphrase).

   **Facilitator Note:** The information below is a detailed description of the Lines of Communication handout. Please read through this information in advance of the Parent session and use this information to help you explain the handout.

**Student and Host Family**

YFU does encourage students and families to support one another and solve problems together. However, there is a whole team of people available to support both the student and the family, especially when a situation seems too challenging! YFU USA relies on committed volunteers to act as YFU Representatives (or mentors) in local communities across the US. YFU Representatives are of all ages and backgrounds, and many are alumni, host families, and even YFU staff. Thus, they understand the joys and the challenges associated with exchange and living in a new culture.

**Area Representatives**

All households have been assigned a volunteer Area Representative (Area Rep or AR) who will provide the student and family with support during the exchange. Many Area Representatives have traveled as exchange students or lived and worked in a foreign country. They bring skills, knowledge, and experience to help navigate the questions and misunderstandings that can occur.

Area Reps contact the host family and student separately each month to check in on everyone’s adjustment. In addition, the AR can act as a neutral third party and assist in addressing a specific challenge that the student or host family may encounter. The Area Rep is the YFU “go to person” for help with any concerns, such as cultural misunderstandings or adjustment challenges. The Area Rep and YFU want to help students and families devise their own solutions; YFU does not look for fault or blame when
challenges arise. In fact, points of conflict are often the times that both students and families realize the most personal growth as they learn to communicate and understand one another.

We also encourage students and families to contact the Area Rep to share good news. Sharing good news as well as difficulties allows the development of a meaningful relationship with the Area Rep. **Contact with the Area Rep goes both ways. Host families and students have a responsibility to be responsive to the Area Rep. Please return phone calls, emails, and text messages from the AR. ARs are volunteering their time and it is very frustrating for an AR to reach out to the family and student and not get a response.** If you do not hear from your Area Representative each month, please initiate contact with them. If you still don’t hear from them, call your Field Director to let them know you are not receiving regular contact, and to update them on how the exchange is progressing.

**Support Service Managers (SSMs) and the Support Services Department**

The YFU Support Services Department works with Area Representatives (volunteers), Field Directors (YFU staff), host families, and students to help resolve any questions or concerns that occur during the exchange year. In addition to the Area Rep, each student/family is assigned a Support Services Manager (SSM) who is trained in counseling and managing international exchange student support issues. The SSMs also operate the YFU after-hours emergency support phone line, which you can use to report and receive help with any emergencies. The SSM’s goal is to work with students and families to resolve issues and ensure safety, security, and emotional well-being for both the student and the host family. If necessary, SSMs issue letters of encouragement or warning if a student does not follow YFU rules and policies.

**Partner Country and Natural Parents**

Finally, when deemed necessary by YFU, the SSM will reach out to the partner country office and the natural parents to share or seek information or ask questions.

4. Remind families of the emergency, after-hours phone number:

   **24-HOUR EMERGENCY SUPPORT LINE: 1.800.424.3691**
   **YFU USA NATIONAL OFFICE: 1.800.TEENAGE**

**Adjustment Curve, Culture Shock & Adaptation Discussion (25-30 MINUTES)**

1. Draw a simple adjustment cycle on a whiteboard or flipchart.

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**Background Information on Culture Shock**

**Culture shock:** Your mind and body’s reaction to being disoriented and feeling overwhelmed by a culture that is not familiar to you. It can cause both psychological and physical discomfort.

Helping to identify some of the behaviors your student is displaying as symptoms of culture shock can help determine the solutions that may lead to a smoother adjustment.

In some cases, students need help dealing with culture shock. Contact your Area Representative if you are concerned about your student’s adjustment.

**Physical Symptoms**
- Too much sleep or too little sleep
- Eating too much or no appetite
- Frequent minor illnesses
- Upset stomach
- Headaches

**Psychological Symptoms**
- Loneliness or boredom
- Homesickness and idealizing home
- Feeling helpless, over dependent
- Irritability or even hostility
- Social withdrawal
- Great concern for health and security
- Rebellion against rules
- Stereotyping of host country people
- Crying (if your student is crying excessively, please contact your AR for help)
✓ The adjustment cycle is predictable, normal and healthy, but not everyone experiences all of the stages nor do they occur in any set order.
✓ Your family will likely go through a similar adjustment cycle as well.

2. Review the 5 basic stages of adjustment (also in the Host Family Handbook) from Arrival to Return:

Stage 1: Honeymoon Phase
Stage 2: Culture Shock
Stage 3: Adaptation
Stage 4: Pre-Return Ups and Downs
Stage 5: “I feel at home”

3. Encourage families to share their experiences with cultural adjustment; use these questions or develop your own:

- What stage do you think your student is in right now? Why do you think this?
- How is your student adjusting? Why do you think this?
- What has been the most shocking or surprising for your student? What has been the most surprising for you?
- Is your student still amazed by everything, or are they already seeing things as they are?
- What are some behavioral changes that a student might make to fit into their family?
  Possible responses: attend family gatherings, help with the dishes, walk the dog, or cook meals together.
- What are some behavioral changes that a family might make to help their student feel more like a member of the family?
Possible responses: celebrate a special holiday from the student’s home country, alter the morning routine, include the student in family discussions/decisions, or buy some different foods.

- When confronted with unknown behaviors, what are some strategies you could use to work through the situation?
  Possible responses: ask the student why they did what they did or said what they said, communicate clearly, teach siblings to address the situation and not ignore it, seek advice from Area Rep.

4. Ask families to work in teams or small groups for five minutes to create a list of things they can do to proactively help their student through culture shock and adaptation. Teams can write on flipchart paper or sit and discuss.

5. After five minutes of work time, ask each group to share. Note similarities and suggestions. Be sure to fill in the gaps with some of these strategies:

- Celebrate accomplishments! After the first month, sit as a family and make a list of all the student has done. Do this every few months to remind the student how far they have come!
- Encourage your student to set small, achievable goals. For example: speak to someone new in Algebra class; learn a new word every day; speak to a new neighbor on the way to school; learn to cook a classic American meal, etc.
- Help your student set and achieve longer-term goals that will require daily effort. For example: read a chapter book in English; learn about the host families’ immigration story/history (the US is a country based on immigrants coming from all over the world); make a short movie about your exchange experience; start a blog, etc.
- Remind students to NOT compare their experiences to others! (Research has found that posts on social media often promote comparison, which can cause depression.)
- Encourage your student to talk to someone—host family, Area Rep, a friend.
- Remind them why they became a YFU student.
- Encourage your student to get outside and discover the great outdoors in your community, take your student to the community park, hiking, swimming at the lake, etc.
- Encourage them (require them) to join SOMETHING—sports team, after school club, etc.

6. Pass out the handout about Culture Shock. Let families know that students will also be discussing this topic. Close the conversation with some of these reminders:

- Every exchange experience is unique; don’t compare this year’s student to last year’s.
- Welcoming an exchange student into your home is a group effort that involves cultural adaptation from everyone. The exchange student should be ready to adapt 70% of the time, while the host family can expect to adapt 30% of the time as they make adjustments to include the student into their family. Think back to the behavior continuum!
✓ Highs and lows are a normal part of life and are experienced by everyone; this is especially true for exchange students who are living in a new place and experiencing so many new things—both good and bad.

✓ When we talk about adapting, we are talking about changing behavior, not beliefs or values. During the student sessions, students are reminded that adapting to another culture does not change the core of who they are. YFU uses a chameleon example to help illustrate and explain this process. Chameleons don’t become a leaf or a branch; they just change colors to adapt to their environment.

✓ Your exchange student doesn’t have to change who they are, but they do need to adapt to fit in with their new host culture. Adjustment is difficult, so both students and families should try and make it positive by looking for ways they can learn more about each other.

Optional Activity: Panel Discussion and Q&A (20-30 MINUTES)

1. Prior to the panel discussion, it is important to prepare in advance to ensure that the panel will be productive and positive; please see the side bar for preparation steps. As the moderator, familiarize yourself with YFU policies and procedures so that you can speak to these points.

2. Introduce the panel and ask each panel member to share their name, where they are from, and how many students they have hosted. Share that the goal of the panel conversation is for families to ask questions and bring to light any concerns or challenges. The panel can provide some advice. Remind the group that each family is different; advice from one family may not work for another, and that is OK.

3. Reference the topics on the flipchart paper as potential areas for discussion:
   - Importance of AR/HF/Student Connection
   - Policies and Procedures
   - Helping Your Student and Family Adapt
   - Setting Rules

Preparation Steps for the Host Family Panel Discussion

1. Choose individuals who are positive and experienced. Ask the FD for suggestions.

2. Call the individual and explain that the goal of the panel is for families to ask questions and get advice. It will be a typical Q&A style panel. Let the individual know that the conversation needs to be positive (the panel is not the time to air grievances about YFU). The discussion will last between 20-30 minutes depending on the orientation. Let them know you will be the moderator to keep the conversation on track.

3. Send an email with the list of topics and thank them again in advance for being part of the panel. Let them know that during the panel, they should provide honest responses, and should also highlight the associated YFU protocol (even if they didn’t follow it).

4. Prior to the panel, remind the group to stay positive and to highlight YFU policies, as needed. As the moderator, be ready to clarify any policies.
4. If no one offers any questions, ask the panel to begin by sharing a very brief story about student miscommunications. Following the stories, if there are no additional questions, ask individuals on the panel to share their experiences related to the following:

**Area Rep Role:** My student has already spoken with the AR 2 or 3 times now, but I haven’t had the opportunity to talk with the AR at all yet. Is this OK?

*Answer:* YFU provides volunteer support to every student and host family. The responsibility to maintain contact works best as a two-way communication, so if you have not heard from your AR yet, please contact them right away. If the AR is not responsive, please let your field director know immediately. Maintaining contact for both the student and host family is important for many reasons and also keeps YFU in compliance with the Department of State. In addition, host families and students NEED to be responsive to their AR. Return calls and text messages; show appreciation to your volunteer by being responsive to their communication. *(HF Handbook, pp. 5-6)*

**Travel Policy:** What do you do if the host parents are traveling without their student?

**Host Family Trips without the student.** Students are allowed to stay with another family for up to 5 nights. If the student is staying with another family for 6 nights or more, the family will need to complete the YFU USA application process. The host family must inform their Area Representative and/or Field Director in order for YFU to collect the contact information for the responsible adults in this temporary family. If the host family delegates a responsible adult (must be at least 21 years) to supervise the student in the home, the host family must add the responsible adult to their YFU application in order to complete and pass a Criminal Background Check with YFU USA.

**Dangerous Activities:** Is our exchange student able to scuba dive or participate in other “Dangerous Activities”?

*Answer:* Although some activities are listed as dangerous, others are still allowed by completing a special permission form (pp. 53-54) and providing proof of special training. *(HF Handbook, pp. 51-54)*

**Natural Parent Visits:** Am I obligated to invite and entertain the natural parents of our student?

*Answer:* Visits from natural families or friends from the home country are strongly discouraged. These visits can have an impact on the relationship of the student and host family. If a visit is planned, it must be approved in advance and will only be approved if scheduled toward the end of the exchange experience. *(HF Handbook, p. 44)*

**Driving:** My student wants to take Driver’s Education. Even though they cannot drive, is this OK?

*Answer:* YFU USA does not allow students to take driver’s education or obtain a driver’s license. *(HF Handbook, p. 38)*

5. Close the panel (and possibly the parent session if not also carrying out part II) by thanking everyone for their participation. Let the families know that they are welcome to reach out to others for assistance and the host family network is here for support. Encourage families to share contact information and plan social gatherings so students and families can support one another.

*Post Arrival Parent Session Part 1 and 2 — 2018*
Parent Session Part 2:  
YFU Tools for Adjustment OPTIONAL

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<td>Session Overview</td>
<td>This session explores some YFU tools that parents can use with their students to facilitate a healthy adjustment. This session is optional, depending on the length of time designated for the orientation.</td>
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<td>- Sticky notes (optional)</td>
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<td>- Visual: From Visiting to Belonging</td>
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<td>- Visual: How Do You Do Things in Your Home?</td>
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<td>- Visual: Iceberg</td>
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<td>Preparation</td>
<td>Read the lesson to understand all of the concepts. Be sure to understand 3-5-8: Choice and the theme of From Visiting to Belonging, as these are YFU tools we continue to use throughout the year.</td>
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<td>Create 2 flipcharts with these headings:</td>
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<td>• What can we do to feel as though our student belongs to our family, our school, and YFU?</td>
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• What have we done to help our student feel as though they belong in our family, at the school and with YFU?

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<th>Handouts for Participants</th>
<th>How Do You Do Things in Your Home?</th>
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**Activity 1: Choices (10 MINUTES)**

**Facilitator Note:** YFU uses 3-5-8: Choice to demonstrate that everyone can take responsibility for the exchange experience by the choices they make. In that context, 3-5-8: Choice serves as a measurement tool for students to rate their level of involvement and effort for a successful exchange, with each choice hopefully improving the experience. Using words or numbers on the continuum together is a common strategy when introducing 3-5-8: Choice. Descriptive words such as poor (3), good (5) and great (8) may resonate more clearly with your participants.

1. Explain that during the orientation, students may be introduced to the 3-5-8 continuum approach and to the concept that they have control over the choices they make during their exchange. Describe how YFU emphasizes that the choices students make directly affect the success of their exchange experience.

2. Ask families to provide some examples of how they can use 3-5-8 Choice. If people cannot think of examples highlight the following:

   • Use 3-5-8 to celebrate accomplishments. If the student is excited about an achievement, use the tool to open the conversation and highlight what they did to achieve the goal.
   • Use 3-5-8 if the student is showing signs of homesickness. Use this tool to start the discussion about their adjustment and the steps to take (such as goal-setting) to help them adjust.
   • Use 3-5-8 if the student seems grumpy at a family member. This tool can help you learn more about what is going on and if there is a conflict. This is good for problem solving, too. If the student is a 3 because of a family conflict, what can he/she do to move to a 5 or 6?
   • Use 3-5-8 to ask how a student is feeling about specific challenges and what they can do to improve the situation. “How are you feeling about algebra class, I know that it is difficult? What steps can we take (like tutoring from a friend, watching youtube videos to help study, spending time after school with the teacher) to move you up to an 8?”

3. Wrap up the conversation by explaining that families can ask their student how they are feeling on a given day, or how they feel about an upcoming event (like a test). Families can use this tool to have discussions. This might be especially helpful if there are disagreements or miscommunications. In addition, families can encourage students to start each day with an “8” attitude and encourage them to make good choices.

**Activity 2: From Visiting to Belonging (15 MINUTES)**
1. One of the tools we use to help guide students toward feeling as though they fit in is From Visiting to Belonging. Display the graphic and share information about the Visiting to Belonging theme. Use the talking points below and describe how the graphic illustrates the theme:

✓ The international exchange experience is a journey that naturally occurs as you host with YFU. Starting with the students as visitors, the ultimate goal for host families is to create a bond with students and help them feel they belong in your family, school and community.
✓ Students and families control this journey, using the power of choice and communication as tools to steer the experience.
✓ YFU’s role is that of a guide, using orientations and the support structure as tools.

2. Have a discussion about the Y-F-U acronym within the theme From Visiting to Belonging. Write the letter Y on a flipchart and explain the following:

✓ **Y** – YOU: The first level of understanding is You: Yourself. This whole experience started because your family—“YOU”—wanted to challenge yourselves.
  * Changing routines is just one example of a choice you have made since your new son or daughter has arrived. How has that impacted you and your family?

3. Below the Y on your flipchart, write the letter F and then the word FAMILY next to it. Explain:

✓ **F** – FAMILY: Within the larger journey encompassing from visiting to belonging, lies a smaller journey—from Y (you) to F (family)—which occurs throughout the fall. In this time period it’s the perfect time to help your student find a spot in your family! Help your student make the right choices to become a member of your family and not stand on the outside of your family and watch what happens.

**Facilitator Note:** Be sure to emphasize the power of CHOICE. Families have control over helping their student either become an active family member OR someone sitting on the outside.

4. Show the How Do You Do Things in Your Home? handout. Pass out the handout if people need copies.

  * Ask who has already had a discussion with their student about their home rules and routines. This is a great opportunity to have an interactive discussion about ways they can become a member of your family.
  * Ask them about some of these activities and how they occur in their natural family as this may help you better appreciate and understand why they do some of the things they do in your home now.
• What are some things your student has done to start becoming a member of your host family? (Possible examples: doing chores without being asked, making part of a meal, baking brownies, raking leaves, helping around the house, bringing in groceries, walking the dog, etc.)

5. Below the F on your flipchart, write the letter U and then the word UNDERSTANDING next to it. Explain:

✓ **U – UNDERSTANDING:** By the time the mid-year orientation occurs, your student should be well on their way to becoming a full-fledged member of the host family, with all of the benefits and responsibilities. The next step is to move toward the U in Y-F-U (understanding). This is a journey toward belonging not only in a new family, but in a global society.

**Debrief (0-2 MINUTES)**

Use the points below to wrap up the conversation about this theme.

✓ Your goal, in partnership with your student, is to transition the experience from visiting to belonging. Starting right away, as we just discussed, you can begin by sharing your home culture with your student. Asking about your students’ culture and their typical rituals will help the journey move forward.

✓ Begin sharing information about your American culture. Spend time with your student. All of this will naturally show everyone why the YFU experience is important in your lives and to the world.

**Activity 3: Iceberg Analogy (10 MINUTES)**

1. Display the iceberg graphic and review the YFU Cultural Iceberg. Ask the following questions to encourage the group to have a conversation about the iceberg.

• Are there any student behaviors that have really surprised you or have not fit in with your family culture? How did you handle that? Do you have any advice?
• Why is it important to look closely at the bottom part of the iceberg?
• Have there been parts of your family culture that have been difficult for your student to understand? How did you handle that?
• How can the iceberg analogy assist your family when dealing with conflict?

2. If families do not remember the significance of the iceberg, remind them of the following key points:

✓ The visible elements of culture can be seen and understood quickly. They are objects and routine behaviors that make up the 10% of the iceberg that is visible. For example: food, clothing, and activities.
✓ Below the waterline are beliefs, attitudes, and values; these are the elements that drive a group’s behaviors. For example: fairness, degrees of modesty, approaches to problem solving, gender roles, honoring the elderly or the young, independence.

✓ You cannot see beliefs and attitudes; you can only see them expressed as behaviors. It is crucial to be concerned with the values and beliefs that underlie one’s behavior for the purposes of cross-cultural understanding.

Wrap Up (5 MINUTES)

1. Tell the families that this is the end of the parent session and thank them for coming.

2. Encourage families to connect with one another, especially if there is a Facebook page or other social media site where YFU connects locally.

3. Share any upcoming social events with the families and if a date has been set, let them know when the other 2 orientations will occur. Thank them again and remind them that open communication is the key to success!
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LINES OF COMMUNICATION FOR SUPPORT IN THE U.S.

When students and host families require support, contacting those who are best equipped to help allows the YFU support structure to work most effectively.

**Volunteer Area Representative (Area Rep)**
Name: ________________________________
Phone: ________________________________
Email: ________________________________

Some areas also have a volunteer area coordinator who supports the area representatives.

**Support Services Manager (SSM)**
Name: ________________________________
Phone: ________________________________
Email: ________________________________

**Non-Support Matters**
Your YFU regional office provides help related to orientations, activities, and other non-support topics.
Regional Office: 1.866.493.8872

Post Arrival Parent Session Part 1 and 2—2018
HOST PARENT RESPONSIBILITIES TO THE AREA REPRESENTATIVE

Host Parent Responsibilities to the AR

Respond to and return calls/texts from AR

Talk about concerns with the AR

Be available for visits from AR

Treat AR with kindness and respect

Responsibilities of the AR

Contact the student and host family every month

Support and provide guidance to the student and family

Resolve issues and conflicts

Report serious concerns to SSM

Submit a Monthly Contact Report (MCR) every month

Roles of the SSM

Respond to emergencies and serious issues

Serve as a contact for the student if the AR cannot help

Post Arrival Parent Session Part 1 and 2 — 2018
STRATEGIES FOR DEALING WITH CULTURE SHOCK

OVERCOMING CULTURE SHOCK *(DO!)*

<table>
<thead>
<tr>
<th>Set goals for yourself</th>
<th>Be open-minded and flexible</th>
<th>Look for the best in your situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try new things</td>
<td>Talk to your host family, friends, and YFU volunteers</td>
<td>Go outside!</td>
</tr>
</tbody>
</table>

AVOIDING CULTURE SHOCK *(DON’T!)*

<table>
<thead>
<tr>
<th>Focus on the negative</th>
<th>Stay inside all the time</th>
<th>Be judgmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat with your friends back home every day</td>
<td>Ignore your host family</td>
<td>Use your social media to complain</td>
</tr>
</tbody>
</table>
YFU: From Visiting to Belonging